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AUTHOR	Ruhland, Sheila; Samson, Harland; Brewer, Jerrilyn; Hague, David
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ABSTRACT

This document contains materials about and from an assessment of Wisconsin's associate degree marketing program. The document begins with a report containing the following: marketing program mission and vision statements; overview, conclusions, and recommendations of an assessment of marketing education needs in which recent graduates of the associate degree marketing program, employers of recent program graduates, and instructors currently teaching in the program participated in focus groups that examined the program's curriculum, instruction, delivery, and outcomes; overview of a program outcome study in which a group of 30 marketing program outcome statements was reviewed by technical college instructors and business and industry representatives, narrowed to a group of 15 outcome statements, and developed as competency-based curriculum units; summaries of the 15 outcomes along with core abilities, performance criteria, learning objectives, conditions, learning activities, and performance assessment guidelines; study recommendations and implementation strategies; and program outcomes. Appendixes constituting approximately 85% of the report contain the following: regional program outcome meeting agenda and participants list; agenda of the postsecondary planning meeting; survey instrument; list of business and industry participants; ranking of program outcomes; curriculum writer's workshop agenda; classification of objectives in the three learning domains; program outcome audit; and PowerPoint presentation. (MN)

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Marketing Program *Outcomes*

The Building Blocks of An *Associate* Degree Marketing Program

CE 074 548

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MARKETING PROGRAM OUTCOMES: THE BUILDING BLOCKS OF AN ASSOCIATE DEGREE MARKETING PROGRAM

Grant Number: 02-141

Dr. Sheila Ruhland
Project Director
Western Wisconsin Technical College
La Crosse, Wisconsin

Dr. Harland Samson
Consultant
Madison, Wisconsin

Dr. Jerrilyn Brewer
Instructional Design Specialist
Western Wisconsin Technical College
La Crosse, Wisconsin

Mr. David Hague
State Marketing Consultant
Wisconsin Technical College System
Madison, Wisconsin

June, 1997

Wisconsin Technical College System Board
Madison, Wisconsin

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PREFACE

June 30, 1997

In 1995-1996, a project was completed to identify the strengths and weaknesses of the Associate Degree Marketing program (10-104-3). As a result of the first year's project efforts, a grant was submitted to further review and identify the program outcomes during 1996-1997. Funding for the second year was obtained from the Wisconsin Technical College System Board.

The enclosed final report provides an overview of the project, assessment of need study, program outcome study, structure and format of program outcome summaries, recommendations and implementation strategies, and 15 program outcome summaries. The information in this document should be utilized by those individuals who are seeking to enhance the quality and delivery of the Marketing Associate Degree program. The fifteen program outcomes should be integrated into the Marketing Associate Degree program. To begin this process I would encourage you to review *Section 5 - Recommendations and Implementation Strategies* to obtain ideas to begin the curriculum audit process. This section will provide an overview of the process and tools to assist you in reviewing your current program in relation to the recommended program outcomes.

The enclosed *Executive Abstract* (inside front cover) is a tool to assist you in communicating efforts of this project to marketing instructors, program and department supervisors, advisory committee members, students, administrators, and individuals from the business community. The benefits from integrating the program outcomes will provide: the development and implementation of ambitious vision and program goal statements, student demonstration of learning as applied in the workplace, and clearly defined program outcomes for employers to understand what the student has achieved.

If you have further questions, or wish to obtain additional copies of this project please contact David Hague, Marketing Education Consultant, Wisconsin Technical College System Board (608-266-1599) or Dr. Sheila Ruhland, Project Director, Western Wisconsin Technical College (608-785-9168).

Sincerely,

Sheila Ruhland

Sheila Ruhland, Ph.D.
Project Director

ACKNOWLEDGMENTS

The *Associate Degree Marketing Program Outcomes* curriculum project is complete. Funding for this project was made possible by a grant from the Wisconsin Technical College System Board. A special thank you to David Hague, State Marketing Education Consultant, for initiating the grant proposal to obtain funding to support our efforts. As you review the enclosed material, you will see that the instructors who participated as writers were very successful in developing the program outcomes for the Associate Degree Marketing Program. The next major task is the implementation by instructors and program supervisors in the 16 technical college districts.

The fifteen program outcomes were developed by marketing instructors from Fox Valley Technical College, Midstate Technical College, Milwaukee Area Technical College, North Central Technical College, Southwest Technical College, Waukesha County Technical College, and Wisconsin Indianhead Technical College. On behalf of the steering committee, I would like to extend a personal thank you for your outstanding contribution of knowledge, time and effort. Without their assistance the task would have been a difficult one to complete. Special recognition goes to Dr. Harland Samson who served as the Project Consultant. His expertise in developing the foundation for this project, designing the needs assessment for the outcomes, and validating the outcomes with individuals from business and industry was greatly appreciated. To Dr. Jerrilyn Brewer for her work as Curriculum Design Specialist and assisting the writers in completing the program outcome summaries. Her knowledge of the curriculum development process and the Wisconsin Instructional Design System (WIDS) enabled the writers to understand and develop the competencies, performance standards, and learning objectives for the program outcomes. A special note of appreciation to Mary Komperud and Kerry Hogan (Western Wisconsin Technical College) and Barbara Williams (Wisconsin Technical College System Board) for their technical assistance in preparing the final document.

I hope you find the materials in this document to be helpful as you evaluate your program and courses. Best of luck as you integrate the program outcomes.

Sheila Ruhland, Ph.D.
Project Director

MARKETING STEERING COMMITTEE
1996-1997

Dean Flowers
Waukesha Technical College
Pewaukee, Wisconsin

Amy Gehrig
Lakeshore Technical College
Cleveland, Wisconsin

David Hague
WTCSB
Madison, Wisconsin

Patty Marco
Madison Area Technical College
Madison, Wisconsin

James Pierce
Fox Valley Technical College
Appleton, Wisconsin

Sheila Ruhland
Western Wisconsin Technical College
La Crosse, Wisconsin

Harland Samson
Consultant
Madison, Wisconsin

Ginny Sattler
Moraine Park Technical College
Fond du Lac, Wisconsin

Diane Van Beek
Northeast Technical College
Green Bay, Wisconsin

MARKETING PROGRAM OUTCOME WRITERS
1996-1997

Merlin Bauer
Midstate Technical College
Wisconsin Rapids, Wisconsin

Alex Birkholz
Indianhead Technical College
New Richmond, Wisconsin

Alan Erickson
Northcentral Technical College
Wausau, Wisconsin

Renelle Gill
Indianhead Technical College
Rice Lake, Wisconsin

Dave Grypp
Milwaukee Area Technical College
Oak Creek, Wisconsin

Doug Kornemann
Milwaukee Area Technical College
Mequon, Wisconsin

Ted Korolewski
Fox Valley Technical College
Appleton, Wisconsin

Pete Moran
Indianhead Technical College
Superior, Wisconsin

Carolyn Riniker
Southwest Technical College
Fennimore, Wisconsin

Greg Schneider
Waukesha County Technical College
Pewaukee, Wisconsin

Nancy Strohbush
Southwest Technical College
Fennimore, Wisconsin

Lynn Wichman
Midstate Technical College
Wisconsin Rapids, Wisconsin

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1. INTRODUCTION

A persistent hallmark of the Wisconsin Technical College System is the periodic assessment and adjustment of programs, curriculums, and instruction to meet the contemporary needs of learners, employers, and communities served. This report reflects such an assessment of the Associate Degree Marketing program and presents 15 recommended program outcomes for the Associate Degree Marketing program. The review is timely since the expanding marketing job opportunities demanding higher level competencies and increased technological skills continue at a rapid pace.

Scope of Report

This report addresses one of the major recommendations contained in a recent study (Samson, 1996) which identified the factors which needed to be adjusted to better align the Associate Degree Marketing program with the needs of learners and the expectations and requirements of their potential employers. Specifically, this report provides the process of identifying, validating and writing, in curricular format, the high priority program outcomes for the Associate Degree Marketing program.

Mission of Marketing Education

To provide perspective to the educational efforts in the discipline of marketing it is important to note the Mission of Marketing Education as it pertains to the PK-12, community college and adult education endeavors. "The mission of marketing education is to develop competent workers in and for the major occupational areas within marketing, to assist in the improvement of marketing techniques, and to build understanding of the wide range of social and economic responsibilities which accompany the right to engage in marketing businesses in a free enterprise system." (Beaumont, 1959, Samson, 1980)

Vision For Marketing Education in Wisconsin

The participants in the 1992 Marketing Education Institute developed the following vision statement for Wisconsin Marketing Education. "All Wisconsin citizens, youth and adults, who desire instruction in marketing will have ready access to an array of high quality general and specialized programs provided in appropriate formats through public PK-12 schools, technical colleges, and universities." (UW-Madison, 1992) This statement has been accepted as the goal for Wisconsin Marketing Education.

Marketing Education in Wisconsin Technical Colleges

The Associate Degree Marketing program (104-3) was among the first associate degree programs initiated when the Wisconsin Vocational, Technical and Adult Board authorized the development of such programs within the system (1959). Over the subsequent years the Associate Degree Marketing curriculum has served as the flagship program for the instructional area of marketing as well as serving as the platform for a variety of specialized programs. As changes occurred within the industry and economy the general marketing program has been modified. Extensive revision was done on the foundation courses in 1988-1989. Consensus was achieved on concepts to be included in five core courses. The development of a core curriculum gave assurance of greater consistency across the districts, provided a better mesh with the National Marketing Education curriculum, and created a basis for meaningful articulation with both high school and higher education marketing programs. (WTCS, 1988)

Purpose of Associate Degree Marketing Programs

Each technical college tends to tailor or adapt its programs to the nature and needs of students and employers in their service area. However, there is a core body of knowledge and skill that should be attained by all persons who complete an associate degree in marketing regardless which technical college they attend. This core body of knowledge and skill is reflected in the program outcomes. Thus, the purpose of the Associate Degree Marketing Program regardless of institution or location is **to provide the content and experiences graduates need to effectively carry out marketing activities, participate in teams, make quality improvements, utilize information technology, and provide leadership in marketing activities.**

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Samson, H. E., (1996, January). An assessment of need for modification or repositioning of the general marketing associate degree program. Wisconsin Technical College System Board.

Wisconsin Technical College System, (1988). Core marketing curriculum for postsecondary marketing programs. Wisconsin Technical College System Board.

2. ASSESSMENT OF NEED STUDY

During 1995-1996 a study was undertaken to determine if a major revision or repositioning of the Associate Degree Marketing program was necessary (Samson, 1996). Inquiry was made in four areas - curriculum, instruction, delivery, and outcomes.

Overview of Study

Two main data collection techniques were used in the assessment of need study. Focus group interviews were held with three distinct groups - recent graduates of the Associate Degree Marketing program; employers of recent program graduates; and instructors currently teaching in the Associate Degree Marketing program. Persons who participated in the focus group sessions were also asked to complete a Q-sort of 30 program outcomes drawn from marketing curriculum documents and brochures from the 16 technical colleges.

Conclusions

The assessment study "did not find any significant flaw or problem in any aspect of the Associate Degree Marketing program as carried out by the 16 technical colleges. Rather, there seems to be a large number of minor adjustments that should be made to enhance the present program. The most critical needs are to identify and validate program outcomes, achieve internal consistency within curriculum and instruction, and to reconceptualize the purpose and expectation of the program." (Samson, 1996, p. 18)

Recommendations

Recommendations for future action were made in the four areas of the study - curriculum, instruction, delivery, and outcomes. The specific recommendations in the area of outcomes were as follows:

1. There were great differences in how study respondents viewed the outcomes supposedly associated with the general marketing program. While the program is a broad based program and serves a diversity of student need and occupational interests, program outcomes need to be carefully examined and formatted. Outcomes reflect the purpose and goals of the program and served to frame the expectations of learners. A state-wide review and agreement on outcomes would serve to clarify and strengthen the image of the program. A DACUM or similar review should identify key program outcome statements and the competencies associated with each outcome.

2. Once agreement is reached on program outcomes and related competencies then the nature and scope of every course - marketing, general education, and elective - can be examined. As this is done, all general marketing program courses should be prepared in the WIDS format. This effort should be organized on a state-wide basis so that instructors in any one college will be able to benefit from the coordinated work of others (p. 20).

Program Outcomes versus Course Outcomes

A clear distinction must be made between program outcomes and course outcomes. The differences between program outcomes and course outcomes is that program outcomes are what are expected of the learners as a result of their entire associate degree program - all 64 - 70 credits of course work taken in the major, in general education, and in selected electives. Course outcomes are what are expected of the learner as a result of taking an individual course. Program outcomes are defined as "a culminating demonstration of learning as applied in the workplace."

Importance of Program Outcomes

In terms of educational planning, program outcomes follow the development of mission, vision, and goal statements. Program outcomes are of value to students, potential employers, and the instructional staff. For the students, outcomes define the minimum that students are expected to achieve as a result of successfully completing the associate degree program. Well developed program outcome statements provide a clearer understanding to students of what they are to know and be able to do at the completion of their studies. For industry, business involvement and validation of expected program outcomes creates a higher level of credibility and enhances the visibility of the program. Employers will have a better understanding of what activities they should expect program graduates to be able to perform. Instructors can base and develop curriculum around a list of industry verified competencies and, because they are operating state-wide with the same program outcomes, they can more easily share learning activities and instructional strategies.

References

Ruhland, S. K., (1997, June 30). Marketing program outcomes: The building blocks of an associate degree marketing program. Wisconsin Technical College System Board.

3. PROGRAM OUTCOME STUDY

The program outcome study conducted during 1996-1997 (Ruhland,1997) focused on the identification, revision, and validation of program outcomes and the development of curriculum units consistent with the revised program outcomes including competencies, performance criteria and learning objectives. The 30 outcome statements identified and ranked by the study participants in the 1995-1996 assessment study were reviewed by Wisconsin technical college instructors, business and industry representatives, Wisconsin technical college business and marketing deans and associate deans, and by a select team of writers from the Wisconsin technical college marketing departments. The 15 final program outcomes were developed as curriculum units including competencies, performance criteria, and learning objectives and are presented in Section 6 of this report.

Program Outcome Review

The first round of program outcome review was at two regional meetings. Technical college marketing and general education faculty were invited to attend a regional meeting for the purpose of reviewing the outcomes from the 1995-1996 study and selecting the high priority outcomes for further review and development. Twenty-eight persons attended a meeting in Madison, WI on September 24, 1996; and 18 persons attended a meeting in Stevens Point, WI on September 25, 1996. (See Appendix A for Regional Program Outcome Meeting Agenda and list of participants). These two regional meetings generated over 50 new or revised program outcome statements. Duplicates and related statements were combined resulting in a list of 19 statements.

The second round of review was at a state-wide meeting of Marketing deans, associate deans, and program instructors in Milwaukee, WI on November 7, 1996. The thirty-four persons attending the November 7 meeting reviewed the 19 program outcome statements and recommended a revised list of 16 program outcome statements. (See Appendix B for the Marketing Update - Postsecondary Meeting Agenda).

Business and Industry Validation

The business and industry validation of the revised list of 16 program outcome statements was accomplished in two ways - business people focus group discussions and a mailed survey to the 16 technical college marketing advisory committee members. The 16 program outcomes were arranged in a survey instrument (see Appendix C). Business respondents were asked to rate each outcome as to their importance in the Associate Degree Marketing programs. Three focus groups sessions were held. Six business people participated in a session at Milwaukee Area Technical College on November 22,

1996; seven business people at Northeast Wisconsin Technical College on December 6, 1996; and eight business people at Milwaukee Area Technical College on December 13, 1996. At these meetings the business people completed a ranking of the statements, identified questionable words or phrases, and suggested additional content or competencies they felt would be important to future graduates. (See Appendix D for business and industry participants at the focus group validation process.)

At the November 7, 1996 meeting representatives of all 16 technical colleges agreed to mail out the program outcome survey to their marketing advisory committee members. A total of 104 surveys were returned from ten technical colleges. Of these, 92 were usable (6 reversed order, 4 on wrong form, and 2 incomplete). The tabulation and comments from the focus group sessions and from the mailed survey are presented in Appendix E.

Writer's Workshop and Review

An invitation was sent to all Wisconsin Technical College marketing program instructors in November, 1996, inviting them to participate in a two day curriculum workshop to further develop the program outcomes. Twelve individuals participated in the workshop (January 29-30, 1997) at Western Wisconsin Technical College. (See Appendix F for the Writer's Workshop Agenda). Participants reviewed the tabulation and comments from the business validation focus group discussions and the mailed survey returns. The participants recommended the deletion of one outcome statement resulting in 15 outcome statements which, in final edited versions, are shown in Table 1.

Table 1
Marketing Associate Degree Program Outcomes

A. Recommend a pricing plan
B. Evaluate alternative distribution strategies
C. Develop a product and service mix
D. Generate marketing information for effective decision making
E. Apply continuous improvement strategies to solve marketing problems
F. Assess emerging global trade activities that impact on business and marketing
G. Create a personal professional development plan
H. Manage resources and risks to contribute to profitability of the organization
I. Manage marketing within an enterprise
J. Apply technology to marketing and marketing information systems
K. Apply legal and ethical principles to personal, social and professional behaviors
L. Develop long-term strategic marketing plans
M. Formulate selling strategies
N. Apply effective leadership skills
O. Design a promotion plan

Writers selected one outcome (in some cases two) for which they agreed to develop competencies, performance criteria and learning objectives in the WIDS format. The writers submitted draft copies of their work in advance of a second writer's workshop held in Wisconsin Rapids on April 16-17, 1997. Through a group review process all draft versions prepared by the writers were critiqued and editorial changes suggested. Final versions of the outcome curriculum units were submitted by the developers on May 20, 1997. A project staff meeting was held in Madison on June 11-12, 1997 to review the program outcome statement documents and prepare the final project report.

4. STRUCTURE AND FORMAT OF PROGRAM OUTCOMES

The format selected for the development of the marketing program outcome statements was adapted from the Wisconsin Instructional Design System (WIDS). WIDS is an instructional design software package created through a partnership of the Wisconsin Technical College System (WTCS) Foundation, the Wisconsin Technical College System (WTCS) Board, and the 16 Wisconsin Technical College Districts. The WTCS undertook this project to develop a computer software package following an extensive review of existing curriculum software. Though existing packages offered features that met some of Wisconsin's needs, technical college faculty and curriculum specialists found them to have serious shortcomings. WIDS software is designed to be performance-based, user-friendly, and teacher-focused. The WIDS is used in the 16 Wisconsin Technical College Districts, and thus should be familiar to all experienced instructors. The definitions of key terms used in the development of outcomes are nearly identical with the definitions used in the WIDS. (WTCS Foundation, 1994)

Outcome Competencies

Program outcomes are defined as "a culminating demonstration of learning as applied in the workplace." Program outcomes are acquired as the result of the entire package of courses, content, and experiences required for the associate degree. The competencies associated with an outcome may come from skills or content taught in several courses - marketing core courses, technical marketing courses, or general education courses. The program outcomes encompass the institutional core abilities - the broad knowledge, skills, and attitudes that are expected of graduates of all associate degree programs. The content and experiences that develop program outcomes are primarily located in the major courses but encompass and build on core abilities and general education content.

Competency Domains and Level

The WIDS utilizes the categories set up by Bloom's Taxonomy which categorizes action verbs into three domains: Cognitive, Psychomotor, and Affective. Within each of these three domains the verbs are arranged by level moving from the most basic to the most complex type of learner action. The cognitive domain has six levels - Level I - Knowledge; Level II - Comprehension; Level III - Application; Level IV - Analysis; Level V - Synthesis; and Level VI - Evaluation. The psychomotor domain has five levels - Level I - Perception; Level II - Set; Level III - Guided Response; Level IV - Mechanism; and Level V - Complex Overt Response. The affective domain also has five levels - Level I - Receiving; Level II - Responding; Level III - Valuing; Level IV - Organization; and Level V - Characterization. Because of the nature of the marketing

discipline, program outcomes and program outcome competencies are primarily in the cognitive domain. The categorization of verbs into a classification of competencies in the three learning domains by level are provided in Appendix G.

The distribution of outcomes and competencies by domain and level is shown in Table 2. The analysis of the verbs used in each outcome document are coded by domain (C = Cognitive, P = Psychomotor, and A = Affective), and level (shown by a roman numeral). Thus A-III would mean Affective Domain at Level III which is "valuing."

Since these are program outcomes, it is expected that most verbs will be at the upper level in each domain of learner action. The selection of the appropriate action verb was considered critical to the wording of the outcome statements and the competencies for each outcome. Thus, the use of C-I Knowledge (recognize, count, recall) and C-II Comprehension (rearrange, discuss, paraphrase) verbs would be appropriate for the instructional goals of lessons within a course but, they would not reflect the level of performance expected as an outcome of the associate degree program. Examination of Table 2 reveals that all 15 program outcomes are at level III or higher and that 138 (86.8%) of the 159 outcome competencies are at level III or higher.

Table 2
Program Outcome and Competency Verbs and Domains

Program Outcome Verb	Program Competency Verbs
A. Recommend (C-VI)	Explain (3) (C-II); Compare (2) (C-IV)); Create (2) (C-V) Analyze (2) (C-IV); Determine (2) (C-IV); Prepare (C-V) Differentiate (C-IV); Plan (C-V); Summarize (C-II) Outline (C-IV); Generate (C-V)
B. Evaluate (C-VI)	Analyze (3) (C-IV); Differentiate (C-IV); Prepare (C-V) Conceptualize (A-IV); Develop (C-V); Critique (C-VI) Create (C-V); Evaluate (C-VI)
C. Develop (C-V)	Analyze (4) (C-IV); Apply (C-III); Compare (C-IV) Diagram (C-IV); Develop (C-V); Categorize (C-IV) Assess (C-VI); Sequence (C-V); Interpret (C-II) Evaluate (C-VI); Critique (C-VI); Differentiate (C-IV)
D. Generate (C-IV)	Assess (C-VI); Formulate (V-V); Determine (C-IV) Prepare (C-V); Collect (C-III); Analyze (C-IV) Present (C-V)

Table 2 Continued
Program Outcome and Competency Verbs and Domains

E. Apply (C-III)	Formulate (2) (C-V); Develop (C-V); Assess (C-IV) Construct (C-V); Master (P-V); Evaluate (2) (C-VI) Analyze (C-IV)
F. Assess (C-VI)	Analyze (3) (C-IV); Discuss (C-III); Appraise (C-VI) Differentiate (C-IV); Evaluate (C-VI)
G. Create (C-V)	Analyze (2) (C-IV); Assess (C-VI); Evaluate (C-VI) Complete (C-III); Develop (C-V)
H. Manage (P-V)	Evaluate (3) (C-VI); Appraise (2) (C-VI) Formulate (C-V)
I. Manage (P-V)	Analyze (C-IV); Determine(C-IV); Demonstrate (C-III) Provide (C-V); Evaluate (C-VI); Contrast (C-IV) Compare (C-IV); Apply (C-III); Outline(C-IV)
J. Assess (C-VI)	Analyze (4) (C-IV); Critique (C-VI); Integrate (C-V) Illustrate (C-II); Develop (C-V); Construct (C-V) Design (C-V)
K. Apply (C-III)	Develop (3) (C-V); Critique (2) (C-VI) Contrast (2) (C-IV); Evaluate (C-VI); Assess (C-VI)
L. Develop (C-V)	Apply (4) (C-III); Assess (2) (C-VI); Analyze (C-IV) Distinguish (C-IV); Critique (C-VI); Summarize (C-II) Interpret (C-IV); Devise (C-V); Illustrate(C-II) Modify (C-V); Relate (C-IV); Identify (C-I) Organize (A-IV); Formulate (C-V)
M. Formulate (C-V)	Develop (3) (C-V); Plan (C-V); Prepare (C-V) Interpret (C-II); Devise (C-V); Outline (C-IV) Justify (C-VI); Acquire (C-1); Use (C-III)
N. Apply (C-III)	Create (2) (C-V); Develop (2) (C-v); Explain (2) (C-II) Compare (C-IV); Determine (C-IV); Examine (C-II) Influence (A-V); Lead (P-V)

Table 2 Continued
Program Outcome and Competency Verbs and Domains

O. Design (C-V)	Explain (6) (C-II); Analyze(2) (C-IV); Explore (C-III) Differentiate (C-IV); Distinguish (C-IV); Outline (C-IV) Summarize (C-II); Evaluate (C-VI)

Domain of outcome or competency is coded where C = Cognitive, P = Psychomotor, and A = Affective, and level is shown by a roman numeral. (See Appendix G). If the verb is used for more than one competency the number of competencies using that verb is shown in ( )'s immediately after the verb.

Core Abilities

Core abilities are the broadest outcomes, skills, or purposes that are addressed throughout the instruction in all programs rather than in one specific unit or lesson. They address abilities, talents, and skills that are transferable and go beyond the context of any one learning experience, course, or program. The core abilities listed for each of the 15 marketing program outcome summaries in this report are a composite from the technical colleges. Colleges may wish to add or modify these core abilities to align them with those established by their college.

Performance Criteria

Performance criteria establishes the expectations by which performance is evaluated. Effective performance criteria describe satisfactory performance and provide the basis for judging whether or not performance is acceptable. Performance criteria communicate to the learner the expectations for acceptable skill performance and prove a precise measuring tool for assessing achievement consistently.

Learning Objectives

Learning objectives support the skill, knowledge, or attitude that leads to the mastery of a competency. Learning objectives should reflect the performance standards and serve as bench marks. The learning objectives shown in the 15 program outcome summaries should be viewed as illustrative and instructors will need to develop additional objectives as needed to help bench mark students learning progress.

Conditions

Conditions describe the situation, circumstances, setting, or parameters under which the attainment of the performance criteria will be demonstrated. Conditions should be as similar to the work place setting as possible and should approximate real work activities.

Learning Activities

Learning activities should describe an activity designed to help the learner master specific learning objectives and competencies. Learners prefer to engage in real life-work problems and projects that are representative of what they will be doing as full time employees.

Performance Assessment

Performance assessment is the process of determining that learners can perform instructional outcomes. Performance assessment requires learners to generate rather that choose a response. It should focus on demonstration of a process or the production of a product. The performance assessment should be criterion referenced which means performance is measured according to a pre-established standard. Performance standards are observable and measurable criteria and conditions of performance assessment.

Program Outcomes

Each of the 15 program outcomes were developed by the writing team, using a modified WIDS (4.1) format, into a "Program Outcome Summary". Each Program Outcome Summary (see Section 8 Computer Diskette for Marketing Program Outcomes) states the program outcome, the expected core abilities, the competencies, performance criteria, and suggested learning objectives. The writers and the project staff agreed that the "Conditions" component should be left for development by the local college. The component on "Learning Activities" was beyond the scope of this study but should be developed and shared state-wide during the implementation process (See Section 5 - Recommendations and Implementation Strategies). Obviously the component on "Performance Assessment" would be dependent on the learning activities and conditions. Complete copies of the Program Outcome Summaries are included in Section 6.

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WTCS Foundation, (1994). Instructional design and planning. Wisconsin Technical College System Foundation.

5. RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

The concept of "program outcomes" is a new approach to postsecondary program assessment and development. Critical to the implementation or adoption of a new concept is effective communication with technical college administrators, deans, associate deans, instructors, advisory committee members, students and the business community. Those who are involved or affected need to be fully informed on the basis and justification of such change. To meet the needs of these stakeholders and others interested in developments in Wisconsin postsecondary marketing programs, a diversity of means are recommended to communicate the contents and the availability of this project.

Statewide Dissemination

Recommendations for future actions include a two part implementation phase. The Wisconsin Technical College System will deliver an introduction to Marketing Program Outcomes (MPO) via system-wide satellite broadcast to deans, associate dean, coordinators, and instructors of the Associate Degree Marketing program during Fall 1997.

The satellite broadcast will familiarize all participants with the curriculum developed as a result of the state grant. The further intent is to promote adoption of the marketing program outcomes by all districts. Each district will share the cost of downlinking the satellite broadcast. The satellite delivery option was embraced to eliminate the extensive travel costs that would be incurred to bring together all participants essential to the implementation of this project.

This advance look at the results of the two year project allows all 16 technical colleges to share essential information that will be needed to begin teaching the program outcomes and to share strategies regarding implementation, assessment, and development of learning activities.

Following the Fall, 1997, satellite broadcast, deans, associate deans, and coordinators will meet in Madison, Wisconsin in October, 1997, to continue the dialog of implementation strategies. A follow-up meeting will be held in February, 1998 in Wisconsin Dells, Wisconsin. The final component of future actions for 1997-1998 is a series of regional Marketing instructor meetings to be held between February and April, 1998 at four district locations. The timing of these half-day meetings is to allow instructors to become familiar with the program outcomes. The agenda for the regional meetings will allow for discussion and development of learning activities, discuss concerns, and support each district's implementation strategies.

Local Application

As a continuing quality improvement process for the Marketing Associate Degree program, this project provides an invaluable benchmark. It is recommended that these validated outcomes be used by each district to conduct an extensive program outcome audit as the first step in the curriculum enhancement process. The project development team recognizes there are several methods to audit the entire delivery of a program and believe that each district will utilize their local processes when appropriate. To determine what should be and is being taught, the team recommends the following process:

- Determine the goals for conducting the curriculum audit.

  Marketing Program Outcomes (MPO) has been designed to meet a variety of educational goals including auditing the program outcomes, individual program outcomes, and assessment of curriculum rigor. As the first step in the process the college will establish its specific program outcome audit goal(s). These goal(s) will guide the audit process.

- Identify the stakeholders who should be involved in the process.

  Based upon the goals, appropriate stakeholders will be recruited to participate in the audit process. The audit team will draw upon the expertise of marketing instructors and administrators. Through the MPO structure the opportunity exists to include instructors and administrators from related departments (ex: General Education), marketing program graduates, advisory committee members, curriculum specialists, and other content experts.

- Audit the curriculum by program outcome and its competencies (See Appendix H).

  By using the program outcome as the fundamental benchmarking unit the college is able to conduct specific outcome audits or entire program outcome audits. The recommended audit procedure identifies by competency where the curriculum and related learning experiences are delivered. Additionally, it challenges the audit team to assess the level of academic rigor at which the competency is delivered.

- Develop a plan to enhance the quality of the curriculum.

  The commitment to the audit process requires the creation of the curriculum enhancement plan. It will summarize the findings of the audit and detail the necessary steps to raise the curriculum to the desired levels.

- Communicate the goals and findings of the audit to concerned constituents.

  Using the audit process demonstrates a commitment to enhancing the marketing curriculum. The audit outcomes gain significant value when shared with the concerned constituents. This could include faculty and administrators from related departments (ex: General Education), marketing program graduates, advisory committee members, curriculum specialists, and other content experts. Significant audiences to be contacted are the employers and the community-at-large.

Learning activities are central to developing the skills, knowledge and attitudes students need to effectively demonstrate performance of a competency. Learning activities that support the MPO are heavily dependent on the characteristics of the student population being served, the quality of the relationship developed between the marketing program and the business community, and the background and experience of the instructor involved. Ideas for and examples of learning activities can be obtained from a variety of resources. These resources include: textbooks and supplementary materials, instructor manuals, workshops presented by instructors at other WTCS state called meetings, articulation with business and industry, and data search from a variety of periodicals and journals.

Global Distribution

In addition to the distribution of the MPO to the Wisconsin Technical College System, a concentrated effort will be made to share the project with interested parties in other organizations. This initiative will be lead by a Wisconsin technical college district.

Using a World Wide Web approach will increase global awareness of the Marketing Program Outcomes. The MPO will be resident on a Wisconsin technical college district's homepage (to be determined) and be hotlinked to appropriate business homepages. The homepage information obtained will include a short explanation of the MPO; a sample program outcome, competencies, criteria and learning objectives; hotlinked to the Wisconsin Technical College Marketing Education Consultant, David Hague (hagued@board.tec.wi.us); and an on-line email form to enable the reader to order the informational brochure and MPO system or modules.

6. PROGRAM OUTCOMES

The attached 15 Program Outcome Summaries include:

1. Developers
2. Core Abilities
3. Competencies
4. Performance Criteria
5. Learning Objectives

The ten core abilities are a composite from the 16 Wisconsin Technical Colleges. The competencies for each program outcome are not sequenced in any order. They were written to support the program outcome. The competencies include the domain, level, importance, and difficulty.

7. APPENDIXES

A. Regional Program Outcome Meeting Agenda and Participants

B. Marketing Update - Postsecondary Meeting Agenda

C. Survey Instrument

D. Business and Industry Participants

E. Ranking of Program Outcomes

F. Writer's Workshop - January, 1997

G. Classification of Objectives in the Three Learning Domains

H. Program Outcome Audit

I. Powerpoint Presentation

Appendix A

REGIONAL PROGRAM OUTCOME MEETING AGENDA

Tuesday, September 24, 1996
Wisconsin Technical College Board Office
310 Price Place
Board Room
Madison, WI

or

Wednesday, September 25, 1996
Mid-State Technical College
Stevens Point Campus
Room 133/135
Stevens Point, WI

AGENDA

8:30 - 9:00 a.m.	Registration - Coffee
9:00 - 9:15 a.m.	"Toward a Vision" - David Hague WTCS Marketing & Management Consultant
9:15 - 9:30 a.m.	Outcomes - Dr. Harland Samson Professor Emeritus, UW-Madison
9:30 - 10:30 a.m.	Program Outcomes
10:30 - 10:45 a.m.	BREAK
10:45 - 12:00 noon	"Sifting, Sorting, and Adding"
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:30 p.m.	Building the Program Outcomes (Small Groups) • *What must the learner know?* • *What must the learner do?*
2:30 - 2:45 p.m.	BREAK
2:45 - 4:00 p.m.	Delivery of Outcomes (Small Groups) • *Content* • *Experience* • *Units* • *Courses*
4:00 - 4:30 p.m.	Summary/Closing Comments

PARTICIPANTS LIST
September 24, 1996
Madison, WI

1.	Dean Flowers	Waukesha County Technical College
2.	Harland Samson	UW-Madison
3.	Diane Whiteford	Western Wisconsin Technical College
4.	Larry Horsfall	Blackhawk Technical College
5.	Nancy Moews	Milwaukee Area Technical College
6.	Martha Henry	Milwaukee Area Technical College
7.	Karen Zwissler	Milwaukee Area Technical College
8.	Dave Grypp	Milwaukee Area Technical College
9.	Donna Miller	Madison Area Technical College
10.	Joan Senn	Southwest Technical College
11.	Nancy Strohbusch	Southwest Technical College
12.	Paul Murphy	Southwest Technical College
13.	Jerri Brewer	Western Wisconsin Technical College
14.	David Hague	WTCSB
15.	Marie Burbach	Department of Public Instruction
16.	Bill Landvogt	Blackhawk Technical College
17.	Kedron Wiersgalla	Blackhawk Technical College
18.	Kathy Witzig	Southwest Technical College
19.	Patty Marco	Madison Area Technical College
20.	Larry Wilson	Madison Area Technical College
21.	Rich Uspel	Waukesha County Technical College
22.	Nancy Tans	Madison Area Technical College
23.	Jolene Hartwick	Western Wisconsin Technical College
24.	Pat Rochelt	Western Wisconsin Technical College
25.	Ginny Sattler	Moraine Park Technical College
26.	Paul Walenta	Milwaukee Area Technical College
27.	Doug Kornemann	Milwaukee Area Technical College

PARTICIPANTS LIST
September 25, 1996
Stevens Point, WI

1.	Al Erickson	Northcentral Technical College
2.	David Hague	WTCSB
3.	Ted Korolewski	Fox Valley Technical College
4.	Mike Syverson	Fox Valley Technical College
5.	Ric Messner	Chippewa Valley Technical College
6.	Diane Van Beek	Northwest Technical College
7.	Bill Johnson	Northwest Technical College
8.	David Anderson	Northcentral Technical College
9.	David Hartung	Indianhead Technical College
10.	Kathy Kuss	Northcentral Technical College
11.	Carol May	Fox Valley Technical College
12.	Sandy Eyler	Fox Valley Technical College
13.	Tom Pederson	Lakeshore Technical College
14.	Sheila Ruhland	Western Wisconsin Technical College
15.	Renelle Gill	Indianhead Technical College
16.	Nancy Danielson	Fox Valley Technical College
17.	Steve Smith	Midstate Technical College
18.	Tom Clancy	Nicolet Area Technical College
19.	Harland Samson	UW-Madison

Appendix B

MARKETING UPDATE - POSTSECONDARY MEETING
NOVEMBER 7, 1996
MILWAUKEE, WI

AGENDA

8:30-9:00 a.m.	Registration - Continental Breakfast MATC Student Center Room 116
9:00-9:30 a.m.	Welcome - David Hague Overview curriculum Project - Dr. Sheila Ruhland • Summary of Program Outcomes September 24th & 25th
9:30-10:00 a.m.	Overview of Curriculum Framework Dr. Harland Samson • Misson/Vision • Marketing Education Curriculum Framework • Program Premises
10:00-10:45 a.m.	Small Group Discussion - Program Outcomes
10:45-11:15 a.m.	Summary of Program Outcomes
11:15-11:30 a.m.	January Writer's Workshop Closing Comments

Appendix C

Wisconsin Technical College System

PROGRAM OUTCOME ASSESSMENT

Directions: This survey lists outcomes which have been identified for the Wisconsin Technical College System Associate Degree Marketing program. Please rate the IMPORTANCE of each of the following outcomes in terms of the employee's need to be able to APPLY the outcome in the workplace. Circle a number for each outcome indicating its importance in the program.

KEY: IMPORTANCE
Use the following key to rate the importance of the outcome:

4 Of extreme importance--must be able to apply this concept
3 Of moderate importance--should be able to apply this concept
2 Of minor importance--nice to be able to apply this concept
1 Of no importance--not necessary to be able to apply this concept

OUTCOME		IMPORTANCE			
1.	Design a pricing plan.	1	2	3	4
2.	Evaluate alternative distribution strategies.	1	2	3	4
3.	Develop a product and service mix in response to market opportunities.	1	2	3	4
4.	Formulate a plan for marketing decision-making.	1	2	3	4
5.	Apply continuous improvement strategies to solve marketing problems.	1	2	3	4
6.	Assess emerging global trade activities that impact on business and marketing.	1	2	3	4
7.	Create a professional development plan.	1	2	3	4
8.	Manage resource utilization and risk to contribute to financial profitability of the organization.	1	2	3	4

OUTCOME		IMPORTANCE			
9.	Manage the marketing functions within a business enterprise.	1	2	3	4
10.	Model human relations skills that promote diversity in work environments.	1	2	3	4
11.	Assess and apply technology to marketing and marketing information systems.	1	2	3	4
12.	Apply legal and ethical principles to personal, social, and professional behaviors.	1	2	3	4
13.	Develop long-term strategic marketing plans.	1	2	3	4
14.	Formulate selling strategies.	1	2	3	4
15.	Apply effective leadership skills.	1	2	3	4
16.	Design a promotional plan.	1	2	3	4

PLEASE LIST ANY ADDITIONAL OUTCOMES YOU BELIEVE SHOULD BE INCLUDED IN THE PROGRAM:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Appendix D

BUSINESS AND INDUSTRY PARTICIPANTS

Northeast Wisconsin Technical College
Marketing Program Advisory Committee Members
December 6, 1996

Kathy Buening, Marketing Coordinator
US Lamp, Inc.
Green Bay, WI 54313

Ron Buettner, Telemarketing Manager
Krueger International
Green Bay, WI

Art Fromm, Marketing Consultant
WGBA-TV, Channel 26 NBC
Green Bay, WI 54307-9099

Karen Gregg
Independent Printing
Green Bay, WI

Patricia Gwidt, Marketing Officer
F & M Bank
Pulaski, WI 54162-0890

Paul J. Liegeois, Manager-Retail Marketing
Wisconsin Public Service Corporation
Green Bay, WI 54307-9001

Robert S. Protzman
Schneider National, Inc.
Green Bay, WI

Heidi Selberg
St. Mary's Medical Center
Green Bay, WI

BUSINESS AND INDUSTRY PARTICIPANTS

Milwaukee Area Technical College
Marketing Communication Program Advisory Committee Members
December 13, 1996

Laura Lee Brown
Time Warner
Milwaukee, WI

Aileen Thorne, Vice President/Media Director
Boelter & Lincoln
Milwaukee, WI 53203

Kim Ramser
Eller Media Company
Milwaukee, WI 53208

Phil Belair, Creative Manager
Carson Pirie Scott & Company
Milwaukee, WI 53203

James J. McDonald, Director
WTMJ
Milwaukee, WI 53201-0693

Howard J. Hoerl, Advertising Director
CNI Newspaper, Inc.
New Berlin, WI 53151

Rob Geissler
Trade Press Publishing
Milwaukee, WI 53209

BUSINESS AND INDUSTRY PARTICIPANTS

Milwaukee Area Technical College
Marketing Program Advisory Committee Members
November 22, 1996

Christina Withig
Kemper Insurance Company
Long Grove, IL 60049

Robert Weiscock
Milwaukee, WI 53221

R. L. Gruber
Cedarberg, WI 53012

Bill Jansen, Marketing Manager
Carson Pirie Scott & Company
Milwaukee, WI 53203

Sid Bernstein
Milwaukee, WI 53217

Shel Glendelman
Milwaukee, WI 53217

Appendix E

RANKING OF PROGRAM OUTCOMES

The respondents were asked to rank the program outcomes on a 4 point scale as follows:

4- Of extreme importance - must be able to apply this concept
3- Of moderate importance - should be able to apply this concept
2- Of minor importance - nice to be able to apply this concept
1- Of no importance - not necessary to be able to apply this concept

Thus, the higher the mean score the more important the outcome.

OUTCOME	MAILED (n=92)		FOCUS (n=21)	
	Mean	Rank	Mean	Rank
1. Design a pricing plan.	3.01	(14)	2.95	(14)
2. Evaluate alternative distribution strategies	2.98	(15)	3.28	(11)
3. Develop a product and service mix in response to market opportunities	3.56	(3)	3.75	(1)
4. Formulate a plan for market decision-making	3.48	(4)	3.33	(10)
5. Apply continuous improvement strategies to solve marketing problems	3.45	(6)	3.66	(3)
6. Assess emerging global trade activities that impact on business and marketing	2.62	(16)	2.80	(15)
7. Create a professional development plan	3.16	(13)	3.14	(13)
8. Manage resource utilization and risk to contribute to financial profitability of the organization	3.37	(8)	3.38	(8)
9. Manage the marketing functions within a business enterprise	3.47	(5)	3.38	(7)
10. Model human relations skills that promote diversity in work environments	3.23	(12)	2.76	(16)

OUTCOME	MAILED (n=92) Mean	Rank	FOCUS (n=21) Mean	Rank
11. Assess and apply technology to marketing and marketing information systems	3.36	(9)	3.47	(5)
12. Apply legal and ethical principles to personal, social, and professional behaviors	3.34	(10)	3.28	(12)
13. Develop long-term strategic marketing plans	3.42	(7)	3.42	(6)
14. Formulate selling strategies	3.56	(2)	3.57	(4)
15. Apply effective leadership skills	3.60	(1)	3.38	(9)
16. Design a promotional plan	3.33	(11)	3.71	(2)

Appendix F

CURRICULUM WRITERS' WORKSHOP

January 29 & 30, 1997

Western Wisconsin Technical College
Academic Resource Center - 143
La Crosse, WI

Agenda-January 29, 1997

8 a.m. - 4 p.m.

8:00 a.m.	Coffee/Rolls/Juice
8:30 a.m.	Welcome
9:00 a.m.	Performance-Based Instruction - Application to Marketing Associate Degree Program
10:15 a.m.	Break
10:30 a.m.	Discussion of Marketing Program Outcomes
12:00 noon	Lunch
1:00 p.m.	Marketing Resources and Marketing Data Bank
1:30 p.m.	Generation of Competencies, Learning Objectives, and Performance Criteria for One Marketing Program Outcome
2:30 p.m.	Break
4:00 p.m.	Adjourn
	Social (Haberdashery - Radisson Hotel)
6:30 p.m.	Dinner (Radisson Hotel)

CURRICULUM WRITERS' WORKSHOP

Agenda-January 30, 1997

8 a.m. - 3 p.m.

8:00 a.m.	Coffee/Rolls/Juice
8:30 a.m.	Check-In
9:00 a.m.	Development of Competencies, Learning Objectives, and Performance Criteria for Additional Program Outcomes
10:15 a.m.	Break
11:45 a.m.	Lunch
1:00 p.m.	Dissemination/Sharing Competencies, Objectives, and Criteria
2:00 p.m.	Curriculum Writers' Tasks and Timelines
2:45 p.m.	Evaluation/Feedback/Reimbursement Expenses

Appendix G

Classification of Objectives in the Three Learning Domains

PSYCHOMOTOR DOMAIN

Level I -- *Perception*: recognizing and detecting sensory cues

Some words that describe behaviors at this level are:

detect	observe	sense
feel	perceive	smell
hear	recognize	taste
listen	see	view
watch	touch	read

Level II-- *Set*: becoming ready to act

Some words that describe behavior at this level are:

achieve a posture	position the body
assume a body stance	sit
stand	establish a body position
station	place hands, arms, etc.

Level III-- *Guided response*: imitating and practicing

Some words that describe behavior at this level are:

copy	manipulate with guidance
duplicate	operate under supervision
imitate	practice
repeat	try

Level IV-- *Mechanism*: increasing efficiency

Behavioral tasks include the ability to:

conduct	improve efficiency
produce	make
demonstrate	complete with confidence
execute	pace
increase speed	show dexterity

Level V-- *Complex overt response*: performing automatically

Some words and phrases that describe behavior at this level are:

act habitually	advance with assurance
control	direct
excel	guide
maintain efficiency	manage
master	organize
perfect	perform automatically
proceed	correctly install

AFFECTIVE DOMAIN

Level I-- *Receiving*: attending and becoming aware of a stimulus

Some behavioral tasks associated with receiving are:

to accept	to show alertness	to notice
to acknowledge	to be aware	to pay attention
to be alert	to show awareness	to perceive
to tolerate	to view	to hear

Level II-- *Responding*: doing something about the phenomenon because of some external force

Some words and phrases used to indicate responding are:

accept responsibility	care for	follow
agree to	communicate	obey
respond	comply	visit
assist	conform	will do
consent	contribute	cooperate

Level III-- *Valuing*: developing attitudes; action perpetuated by intrinsic motivation

Because valuing relates to developing attitudes, some of the following words can be used to formulate objectives at this level:

adopt	commit	initiate
assume responsibility	desire	participate willingly
answer freely	volunteer	seek
exhibit loyalty	express	show concern
use resources to	assume responsibility	be willing to

Level IV-- *Organization*: arranging values systematically

Since organization is arranging values in priority according to a system, some words that can be used at this level are:

adapt	group	conceptualize
adjust	arrange	rank
disclose	classify	reveal
prefer	choose	select

Level V-- *Characterization*: internalizing a set of values so the response becomes automatic

It is extremely difficult to measure achievement objectively at this level. However, some behaviors that may be associated with characterization follow:

act upon	devote	influence
advocate	exemplify	justify behavior
defend	exhibit	maintain
display	expose	serve
support	show continual desire to	show consistent devotion to

COGNITIVE DOMAIN

Level I-- *Knowledge*: recalling, remembering, and recognizing

Objectives at the knowledge level include the ability to:

define	state	describe
recognize	identify	recall
match	name	select
memorize	label	list
cite	count	indicate

Level II-- *Comprehension*: understanding and explaining

Objectives at the comprehension level include the ability to:

translate	transform	illustrate
extrapolate	restate	interpret
rearrange	paraphrase	explain
express	estimate	summarize
give examples	generalize	comment
convert	trace	discuss

Level III-- *Application*: using ideas and solving problems

Objectives at the application level include the ability to:

apply	compute	choose
organize	use	transfer
operate	transcribe	dramatize
solve	demonstrate	discover
complete	change	calculate

Level IV-- *Analysis*: reasoning or breaking into component parts

Objectives at the analysis level include the ability to:

discriminate	put into lists	analyze
compare	diagram	categorize
contrast	diagnose	subdivide
differentiate	classify	deduce
separate	distinguish	infer

Level V-- *Synthesis*: creating or putting back together

Objectives at the synthesis level include the ability to:

write	produce	create
originate	design	modify
develop	formulate	construct
compose	plan	manipulate
role play	revise	generate
sequence	prepare	outline

Level VI-- *Evaluation*: making a judgment

Objectives at the evaluation level include the ability to:

judge	evaluate	appraise
critique	weigh	rate
conclude	criticize	rank
defend	justify	support
assess	validate	verify

Appendix H

PROGRAM OUTCOME AUDIT

The program outcome audit is a critical step in determining what competencies are being taught, where they are being taught, and whether there are voids or unnecessary overlaps or duplication within the associate degree marketing program. The intent of Appendix H is to provide key definitions and describe a process for the conduct of a program outcome audit. Appendix H is designed to be a self-contained work package for persons who understand the rationale and research basis for the 15 business validated program outcomes presented in this report.

Outcomes, Competencies, Standards, and Learning Activities

Program outcomes are what is expected of learners as a result of their successful completion of the requirements of the entire associate degree program. The 15 program outcomes represent the culminating demonstrations of learning as applied in the workplace. Undergirding the 159 competencies spread across the 15 program outcomes would be a host of enabling competencies achieved through a variety of courses and experiences acquired in the process of completing the 64-72 academic credits of the associate degree programs. The 15 program outcomes encompass the associate degree core abilities. Core abilities are broad outcomes, skills, or purposes that are addressed throughout a program rather than in one specific course or lesson.

A competency is a major skill or ability needed to perform a task effectively and efficiently. The Wisconsin Instructional Design System uses Bloom's Taxonomy which categorize competencies in three domains - cognitive, psychomotor, and affective. There are different levels of action verbs within each domain. The selection of a verb for a competency establishes the level of performance expected of that competency.

Following each program outcome competency there is a set of performance standards or criteria that define the skill described in the competency and clarify required levels of performance. The learning objectives support the skill, knowledge, or attitude that leads to the mastery of a competency. Learning objectives reflect the performance standard and serve as bench marks toward the achievement of the competency.

The Program Outcome Audit Process

The technical college staff may choose to carry out the program or curriculum audit in a variety of ways. The following five steps should be included in whatever scheme is followed.

1. ***Determine the goals for conducting the program audit.*** The goal for the audit may include a review of all 15 program outcomes, the review of a cluster of program outcomes, or the review of a single program outcome. The effort required for an indepth audit of all program outcomes would undoubtedly consume an extended time frame.

2. ***Identify the stakeholders who should be involved in the process.*** Because the program audit covers all course work and experiences of the associate degree an audit team will include a variety of stakeholders - faculty from all course departments, administrators, students, program graduates, employers, curriculum specialists, advisory committee members, and other content experts.

3. ***Conduct the audit.*** The audit procedure should identify by outcome and competency where in the curriculum and in what related learning experiences the requisite skills, knowledge, and attitudes are provided. The audit process should include a careful assessment of the academic rigor at which each competency is delivered. The attached form is suggested as a vehicle for documenting the audit.

4. ***Develop a plan to enhance the quality of the curriculum.*** The commitment to the audit
process requires the creation of a curriculum/program enhancement plan. The plan should summarize the findings of the audit and detail the necessary adjustments needed to raise the program to the desired level.

5. ***Communicate the goals and findings of the audit to constituents.*** Upon completion of the audit the findings should be shared with all program stakeholders and other concerned constituents. An implementation plan for program and curriculum enhancement should also be developed and shared along with a proposed timeline for evaluating progress toward recommended adjustments.

MARKETING PROGRAM OUTCOME AUDIT

Program outcome being audited: _____ Page _____ of _____

Audit goal: _____ Date Started: _____

Audit team members: _____ Date Completed: _____

_____

#	Competency Description	Course(s) Where Taught	Related Learning	Meets MPO Rigor Yes - No	Recommended Action

MARKETING PROGRAM OUTCOME AUDIT

Program outcome being audited: _____ Page _____ of _____

Audit goal: _____ Date Started: _____

Audit team members: _____ Date Completed: _____

_____

#	Competency Description	Course(s) Where Taught	Related Learning	Meets MPO Rigor Yes - No	Recommended Action

Appendix I

POWERPOINT PRESENTATION

WHAT IS THE FUTURE OF ADULT MARKETING EDUCATION IN 2002?

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DEFINING MARKETING PROGRAM OUTCOMES FOR 2002 IN THE WISCONSIN TECHNICAL COLLEGE SYSTEM

AN OVERVIEW OF THE PROCESS:

- ✓ 1995-96 Survey Stakeholders for Changes Needed in Marketing Program.
- ✓ 1996-97 Consensus Building of Program Outcomes.

AN OVERVIEW OF THE PROCESS: (cont'd)

- ✓ 1997-99 Implementation and Evaluation of Curriculum Changes.

PROJECT DIRECTORS

- ✓ 1995-96 Harland Samson, Ph.D
- ✓ 1996-97 Sheila Ruhland, Ph.D

STAKEHOLDERS SURVEYED FOR PROGRAM CHANGES

- ✓ Employers
- ✓ Graduates
- ✓ Instructors

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BUILDING PROGRAM OUTCOMES & CURRICULUM

- ✓ OUTCOMES DEFINED BY WTCS INSTRUCTORS
- ✓ VALIDATION BY ADVISORY COMMITTEES
- ✓ INSTRUCTORS WRITE COMPETENCIES

MARKETING PROGRAM OUTCOMES (MPO) MODEL

- ✓ USES WIDS FORMAT
- ✓ DEVELOP 15 OUTCOMES
  - —Establish Performance Criteria
  - —Competency Listing
  - —Develop Learning Objectives

1997-99 IMPLEMENTATION AND CURRICULUM AUDITS

- ✓ STATEWIDE MEETINGS AND INFO. SHARING
- ✓ DEVELOP CURRICULUM AUDIT PROCESS

THE ROLE OF OUTCOMES IN A PROGRAM

- Outcomes follow the development of vision, mission and goal statements.
- A culminating demonstration of learning as applied in the workplace.

THE ROLE OF OUTCOMES IN A PROGRAM (cont'd)

- Program Outcomes define the minimum that students will achieve.
- Program Outcomes are primarily located in the major courses.

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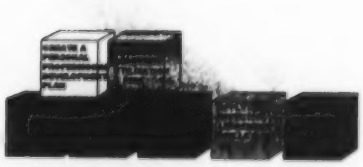

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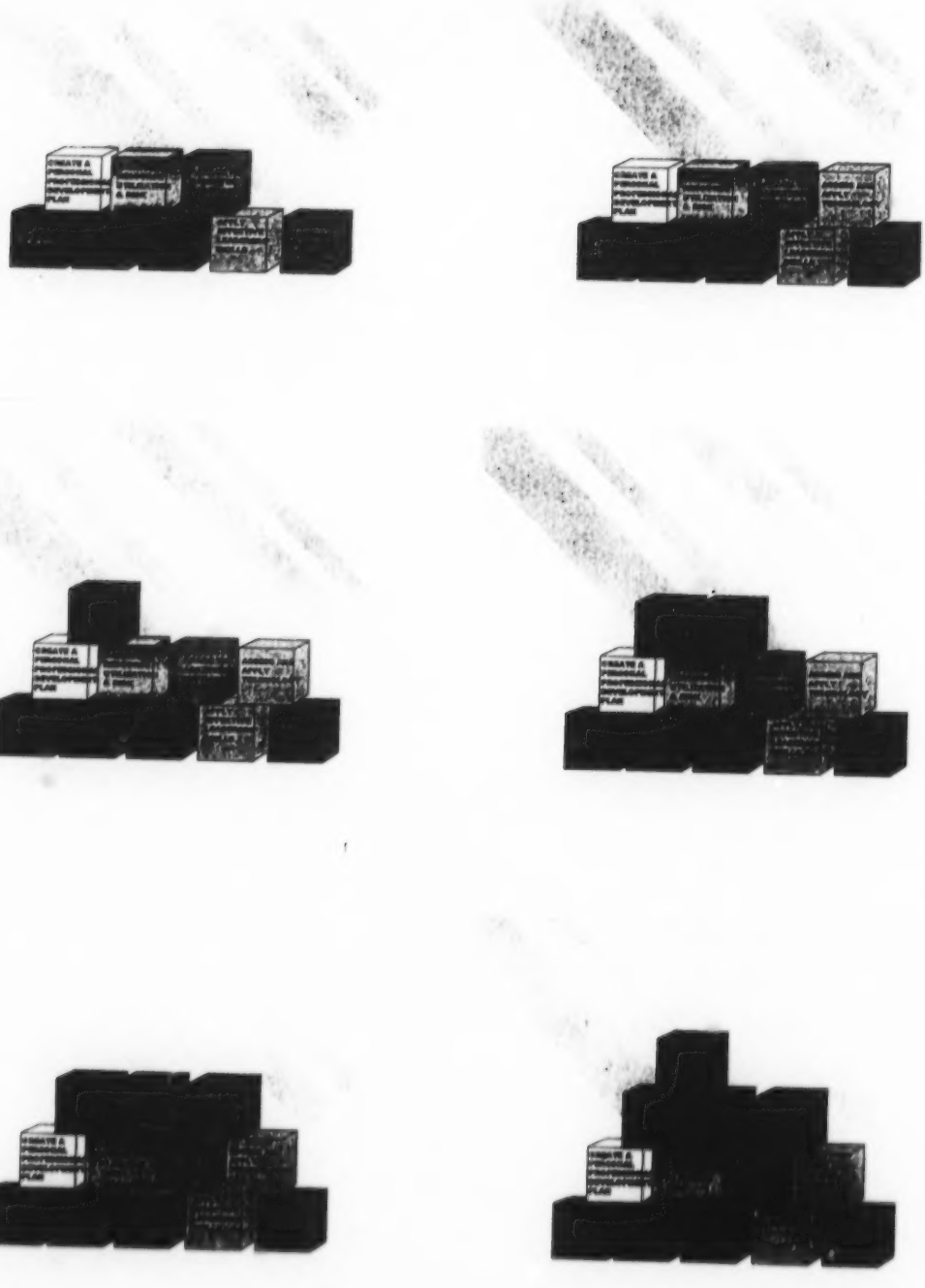

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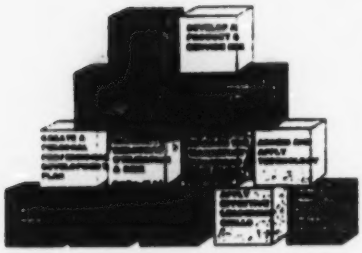

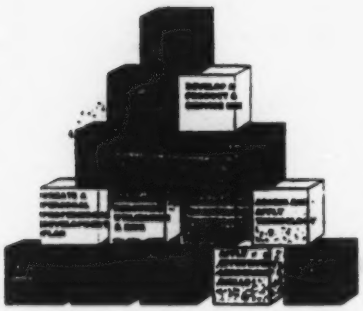

BENEFITS OF DEFINED OUTCOMES TO STUDENTS:

- Provides a clearer understanding of what they are to know and be able to do at the completion of their studies.
- Transition is facilitated to a greater degree from secondary to postsecondary education.

BENEFITS OF DEFINED OUTCOMES TO STUDENTS: (cont'd)

- Students attaining well-documented skill levels should gain greater acceptance by employers.

TO COLLEGES:

- Industry involvement and endorsement of expected outcomes creates credibility and enhances visibility of programs.
- Instructors can base curriculum on a list of industry verified competencies completed on a statewide basis.

TO COLLEGES (cont'd):

- Outcomes will facilitate student transition from secondary education.
- Provides a better rationale for staff, equipment and facilities upgrading.

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TO INDUSTRY:

- Employer identified competency expectations are uniform and known by all parties.
- Employers have a greater assurance of the technical expertise of entry-level workers.

TO INDUSTRY (cont'd):

- Employers can be assured of workers who can adapt to a changing work environment.
- Consistent with national standards (i.e., SCANS, et al.)

TO THE PUBLIC:

- The public receives a consistent message and has a better understanding of the value they are getting for their dollar.
- Performance-based competencies identify occupational skill standards necessary for a competitive workforce.

Contact David Hague 608-266-1599
E-mail hagued@board.tec wi us
Fax 608-266-1690

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8. COMPUTER DISKETTES

Marketing Program Outcomes

To assess the Marketing Program Outcomes from the enclosed computer disk, follow these steps:

1. Boot up WIDS (4.1) version or most recent version available
2. Type in your name
3. Click on continue
4. Click OK at copyright statement
5. Insert disk, change default drive to a:
6. Open file Mrketing.mdb (the list of the 15 Program utcome Summaries will be listed in alphabetical order, A-O)
7. Select the program outcome summary to open and double click or click on open

Powerpoint Presentation - Marketing Program Outcomes: The Building Blocks to an Associate Degree Marketing Program

The attached Powerpoint presentation will assist you in presenting the material to instructors, program administrators, and individuals from the business community to familiarize them with the 15 Marketing Program Outcomes. The presentation includes an overview of the project and key components to support the program outcomes. Both files have the same content but with variations in the background.

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